

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 09/12/2019 02:13 PM

Technical Review Coversheet

Applicant: Mathematics, Science and Technology Charter School (MaST) (S282E190024)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Eligible Applicant		
1. Eligible Applicant	30	25
Assisting Educationally Disadvantage Students		
1. Significance	15	6
Quality of Project Design		
1. Project Design	25	22
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	10	9
Quality of the Continuation Plan		
1. Continuation Plan	10	8
Sub Total	100	78
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	78

Technical Review Form

Panel #2 - FY19 Developers - 2: 84.282E

Reader #2: *****

Applicant: Mathematics, Science and Technology Charter School (MaST) (S282E190024)

Questions

Selection Criteria - Quality of Eligible Applicant

1. The Secretary considers the quality of the eligible applicant for the proposed project. In determining the quality of the eligible applicant, the Secretary considers the following factors:

The extent to which –

Reader's Score: 25

Sub

1. i. The academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates and, where applicable and available, student academic growth, high school graduation rates, postsecondary enrollment and persistence rates, including in college or career training programs, employment rates, earnings, and other academic outcomes) for educationally disadvantaged students served by the charter school(s) operated or managed by the applicant have exceeded the average academic achievement results for such students served by other public schools in the State;

Strengths:

The applicant exceeded the average academic results evidenced by MaST I and II 2018-2019 Data (p. e29). MaST proposes MaST III as a replica of these two schools. The applicant documented MaST III's location in an urban community with a 62% to 70% economically disadvantaged and diverse population (p. e21). MaST I opened and served 1470 with 540 students meeting the economically disadvantaged and diverse population. MaST II now, after opening in 2016, has 60% from the same group (p. e19).

Weaknesses:

The applicant's strong and documented success in other locations gives inadequate evidence for urban MaST III school (see p. e282).

Reader's Score: 6

2. ii. One or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation;

Strengths:

No charter has been documented as revoked. Audits evidenced that there are no noncompliance issues (p. e198).

Sub

Weaknesses:

No apparent weaknesses noted.

Reader's Score: 5

3. iii. One or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety, or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and

Strengths:

All audits from other charter schools have no recommendations or noncompliance issues. Financials show no significant problems and documents reserve cash (p. e198).

Weaknesses:

No apparent weaknesses noted.

Reader's Score: 10

4. iv. The schools operated or managed by the applicant demonstrate strong results on measurable outcomes in non-academic areas such as, but not limited to, parent satisfaction, school climate, student mental health, civic engagement, and crime prevention and reduction.

Strengths:

The unique school climate replicated in this proposal is sound. MaST III will replicate the PBIS program of a positive behavior model (p. e38). The applicant provided evidence of strong parent involvement which includes two parent groups, AMP & PLC (p. e61). The applicant provides data as a high demand school with a waiting list of 5,100 for MaST III and for MaST I and II 27,000 applications in 2019-2020 (p. e18). The applicant noted a computer mental health program.

Weaknesses:

The applicant provided limited evidence of non-academic areas such as civic engagement, crime prevention, and reduction. The applicant did not provide significant answers to charter resolution questions (See p. e283).

Reader's Score: 4

Selection Criteria - Assisting Educationally Disadvantage Students

1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

The applicant documents a catchment in its charter approval that allows for 50% of its population to target this group (p. e34).

Weaknesses:

The application lacks innovative student support services, i.e. programs for at-risk students and special education (e36-e44). The applicant's limited experience with mental health services at MaST I and II are unrealistic for MaST III given the present research on mental health (p. e42). The application presents inadequate cultural initiatives, programs, and clubs that celebrate diversity. The applicant does not include current data and trends for the specific groups in this proposal (p. e36). MaST cites all students throughout this project while recognizing a need for a Head of Special Education (p. e53). Rarely does the applicant address this population specifically. The applicant cites with data that MaST helps all students (p. e29) but the data suggest that this group's assessment scores remain the lowest at MaST I and II.

Reader's Score: 6

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

The extent to which --

- i. **The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and**
- ii. **The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

Strengths:

Out of the seven (7) objectives, five (5) are strong and appropriate and successfully address the educationally disadvantaged, children with disabilities, and English learners. The applicant provides data from the replication of MaST I and II (p. e43).

Weaknesses:

The increased enrollment of the educationally disadvantaged, children with disabilities, and English learners in the proposed urban MaST III school is inadequate for two (2) outcomes, i.e. maintaining 91% attendance and maintaining a suspension below 4% for the school year (p. e43). MaST cited insufficient strategies such as the school-wide PBIS model for positive behavior and incentives for poor attendance which often are irrelevant for the targeted population. (p. e57).

Reader's Score: 22

Selection Criteria - Quality of Project Personnel

1. **The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:**

The extent to which --

Reader's Score: 8

Sub

1. i. **The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and**

Strengths:

MaST detailed nine (9) strategies for recruiting applicants for MaST III (p. e35). MaST demonstrated the effectiveness of these strategies by currently receiving over 6,000 applications and 5,100 on the waiting list for the 2019-2020 academic year (p. e35). The applicant provided data for the inclusion of these groups in the catchment table and for MaST I and II on page e34. The applicant demonstrated a thorough recruitment of students and staff in this project.

Weaknesses:

However, the lack of a detailed plan to address the employment of individuals from underrepresented groups, which is required by this question, is a weakness (p. e53).

Reader's Score: 1

2. ii. **The qualifications, including relevant training and experience, of key project personnel.**

Strengths:

MaST hires only certified teachers and new hires must go through a rigorous 2-week Teachers Academy, have a mentor, and participate in the New Teacher Induction Program (p. e57). Data of proposed MaST III will replicate MaST II which was named "Model School" by using the same Network Team (p. e48) and also the local Leadership who are all experienced leaders (p. e49). The leadership has a combined 33 years of experience at MaST (p. e49).

Weaknesses:

The Head of School Culture is responsible for suspension and a diverse school climate in their new urban setting. His training and experience is appropriate and addressed, in his resume (p. e56, e310). MaST III requires more key staff to fulfill the Head of School Culture's job description for the increased targeted population proposed for MaST III (p. e310).

Reader's Score: 7

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the applicant's management plan, the Secretary considers the following factors**

Reader's Score: 9

Sub

- 1. i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;**

Strengths:

The applicant demonstrates that the nine (9) proposed objectives are included in the management plan, and the plan defines clear responsibilities for the proposed project (p. e47-e48). The Budget Narrative documents include a strong five-year plan (p. e345). The applicant provided a strong letter and awards from an elected official describing MaST's capabilities and presence in Philadelphia already. (Letter from Member of Congress p. e65).

Weaknesses:

The management plan for parent involvement may require time and commitment from other entities (p. e336) for MaST III, which may create delays in the achievement of this goal.

Reader's Score: 5

- 2. ii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

An experienced Network Team, who has previously been involved with MaST II, will manage the grant. The data supplied in the Project Timeline documents a division of tasks and a timeline to be adequate for the proposed project (p.e58-e59). MaST schools are managed by the Newton Foundation, a separate management company overseeing financials, budget, expenditures, etc. (p. e83).

Weaknesses:

No weakness noted.

Reader's Score: 2

- 3. iii. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Strengths:

One of the two parent groups (PLC), meets monthly with administration and whose responsibility it is to host a parent forum and topics that benefit both parent and students (p. e61). There are also school-hosted family and student events (p. e61). Families are sent weekly announcements which are posted on the website and social media (p. e61). All meetings of the boards are publicly posted (p. e61).

Weaknesses:

No weakness noted.

Sub

Reader's Score: 2

Selection Criteria - Quality of the Continuation Plan

1. The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.

Strengths:

The applicant provided documentation for one-time cost items such as furniture, library resources, and technology. Other costs are sustained by Title I funding (p. e59). One of the two-parent organizations is responsible for fundraising (p. e61). A five-year plan for budgeting seems reasonable and spreads the cost over the five years (p. e342). MaST I and MaST II's strong success and continuation are well-documented by audits and awards (p. e333).

Weaknesses:

MaST III proposed an increased in (ED, IEP, EL) students, and parents, in a new locale with complex transportation issues (e336). The applicant does not demonstrate a proven success rate working with diverse students and parents in this new locale (p. e 29 and e 28).

Reader's Score: 8

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students

To receive points under this priority, an applicant must --

- a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—
 1. Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
 2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
 3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;
- b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and
- c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

The applicant did not respond to this competitive preference priority.

Weaknesses:

The applicant did not respond to this competitive preference priority.

Reader's Score: **0**

Status: Submitted

Last Updated: 09/12/2019 02:13 PM

Status: Submitted

Last Updated: 09/05/2019 12:18 PM

Technical Review Coversheet

Applicant: Mathematics, Science and Technology Charter School (MaST) (S282E190024)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Eligible Applicant		
1. Eligible Applicant	30	28
Assisting Educationally Disadvantage Students		
1. Significance	15	14
Quality of Project Design		
1. Project Design	25	24
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	10	10
Quality of the Continuation Plan		
1. Continuation Plan	10	10
Sub Total	100	95
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	95

Technical Review Form

Panel #2 - FY19 Developers - 2: 84.282E

Reader #3: *****

Applicant: Mathematics, Science and Technology Charter School (MaST) (S282E190024)

Questions

Selection Criteria - Quality of Eligible Applicant

1. The Secretary considers the quality of the eligible applicant for the proposed project. In determining the quality of the eligible applicant, the Secretary considers the following factors:

The extent to which –

Reader's Score: 28

Sub

1. i. The academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates and, where applicable and available, student academic growth, high school graduation rates, postsecondary enrollment and persistence rates, including in college or career training programs, employment rates, earnings, and other academic outcomes) for educationally disadvantaged students served by the charter school(s) operated or managed by the applicant have exceeded the average academic achievement results for such students served by other public schools in the State;

Strengths:

On page e19, the applicant details the success of the model and the seven components. On page e29, the applicant outlines the grade 3-8 PSSA data for the 18-19 school year. On pages e30-31, the applicant outlines comparison data of the schools and the state in Math and ELA and the school has shown it has a higher percentage of students that are proficient.

Weaknesses:

The applicant did not provide sufficient information on historical data on the scores of students, attrition and retention rates, etc., for the beginning years or what lessons learned they incorporated to ensure success. On page e29, the applicant outlines the grade 3-8 PSSA data for the 18-19 school year; however, there is a decrease in grades for which the applicant should have provided some narrative to explain. Page e33 indicates some concern with suspension and expulsion rates as they have increased. A narrative to explain this would be helpful, as it could be attributed to stricter standards or newly enrolled students with more serious behavioral concerns.

Regarding attendance and retention (p. e32), the school has not shown significant increases in attendance in each year and this is an area of concern as the students need to be there to be engaged.

Reader's Score: 8

Sub

2. ii. One or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation;

Strengths:

This is not an area of concern and noted as such in the independent audit as no significant findings (p. e154 and e155).

Weaknesses:

No weaknesses noted

Reader's Score: 5

3. iii. One or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety, or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and

Strengths:

This is not an area of concern. There were no compliance issues noted in the application or independent audit in the area of financial or operational management or student safety, or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter (p. e154 and e155).

Weaknesses:

Not an area of concern. Noted in application and independent audit

Reader's Score: 10

4. iv. The schools operated or managed by the applicant demonstrate strong results on measurable outcomes in non-academic areas such as, but not limited to, parent satisfaction, school climate, student mental health, civic engagement, and crime prevention and reduction.

Strengths:

Page 11 indicates some of the core curriculum which centers around health and physical education and have developed and informed the Wellness committee.

Students programs center around student support (p. e36) and delve into diversity and strategies to reach and engage every student. Additionally, the school has a positive behavioral support system (p. e37) which helps to foster student climate and engage students. This is illustrated extensively in the application of engaging students and making them feel engaged and welcomed.

The applicant uses historical data to inform and have data-driven results especially in parent engagement and involvement through the entire school process.

The applicant takes into consideration the collaboration approach and that all systems of care impact other systems of care, even though crime is not specifically mentioned, and ties into healthy communities and character building.

On page e42, the applicant describes a software platform that can assist with additional referrals for students in the

Sub

area of mental health.

Weaknesses:

No weaknesses noted

Reader's Score: 5

Selection Criteria - Assisting Educationally Disadvantaged Students

- 1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.**

Strengths:

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

The applicant provides historical and comparison data to support the replication of its school (pages e18-19). The current schools have an extensive waiting list as does the new school (page e35). The applicant uses extensive research regarding ELA and math scores to show steady progress throughout the years implementing various strategies. Their data shows that they are targeting the correct demographics and as such has set up their enrollment strategies as such to target 50% of that population.

The school's recruitment strategies (p. e35) are very thorough and target the correct demographics and also get into the community.

Page e39 details research-based assignments that help identify the appropriate students and to develop strategies based on such. All of the methods used have been researched and the applicant has shown previous success in implementing, as well as supporting, professional development in these areas.

The school will have a high percentage of ELL and students with disabilities.

Page 22 details research based assignments help identify the appropriate students and to develop strategies based on such. All of the methods used have been researched and the applicant has shown previous success in implementing as well as supporting professional development in these areas.

The school will have a high percentage of ELL and students with disabilities.

The school's recruitment strategies (p. e35) are very through and target the correct demographics and also get into the community.

Page e39 details research-based assignments that help identify the appropriate students and to develop strategies based on such. All of the methods used have been researched and the applicant has shown previous success in implementing, as well as supporting, professional development in these areas.

The school will have a high percentage of ELL and students with disabilities.

While not a weakness, the applicant could have provided additional detail on the quick turnaround to the third school as compared to the second school. If there was a need early on why the delay in timing.

Page 22 details research based assignments help identify the appropriate students and to develop strategies based on such. All of the methods used have been researched and the applicant has shown previous success in implementing as well as supporting professional development in these areas.

The school will have a high percentage of ELL and students with disabilities.

Weaknesses:

The applicant did not provide additional detail on the quick turnaround to the third school as compared to the second school. If there was a need early on why the delay in timing Page e18-e20).

Reader's Score: 14

Selection Criteria - Quality of Project Design

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

The extent to which --

- i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and**
- ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

Strengths:

Objectives on page e43 are SMART (i.e., specific, measurable, achievable, realistic and, timely). The applicant has tied its core curriculum components and how they are connected to achieving the goals and objectives of the program. The timeline on page e58 supports the activities of the proposed plan and program and are appropriate along with the personnel aligned.

The logic model (p. e47) is very detail-oriented and has taken into consideration each objective and input as well as activities and participants.

The overall theme in this application is that it is data-driven and research-based. Each area is specifically outlined, and due to this being the third school, the applicant has done a good job of documenting all processes, procedures, data trends, successes and failures so they can successfully replicate their successes.

Noteworthy to mention is that the applicant acknowledges that they have taken their time and done their due diligence to ensure successful replication, as the second school took over 15 years to duplicate. This suggests that they are very strategic.

The plan also outlines a project evaluation component (p. e59).

Weaknesses:

No weaknesses noted.

Reader's Score: 24

Selection Criteria - Quality of Project Personnel

1. **The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:**

The extent to which –

Reader's Score: 9

Sub

1. i. **The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and**

Strengths:

All members of the team are highly-skilled and qualified for their roles as they have had similar roles and responsibilities in the areas of academics, testing and administration and are qualified based on the roles and responsibilities (see resumes e288-e324). Page e 51-55 outlines all relevant job duties.

Weaknesses:

The applicant did not provide sufficient detail on how recruitment of staff in the communities they serve occurs. Offering internships for teachers in the schools as a recruitment strategy or utilizing loan forgiveness opportunities for teachers who have student loans that work in a Title I school - serve as community engagement as well as it may draw applicants who want to go into the field and give back to their communities (page e 46-49)

Reader's Score: 1

2. ii. **The qualifications, including relevant training and experience, of key project personnel.**

Strengths:

All staff are highly-qualified not only in their area of expertise but also in data collection and quality assurance. There is an emphasis on staff training as there are many strategies and curricula being used. It is important to also note that the school (p. e49) has a very experienced team leading it, that has worked in the other schools. The model that the school uses encourages engagement of teachers with each other for learning opportunities as well as professional learning communities.

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the applicant's management plan, the Secretary considers the following factors**

Reader's Score: 10

Sub

- 1. i. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;**

Strengths:

The logic model clearly outlines responsibilities and milestones, as well as the objective plan and project timeline (pages e57 and e58). The management plan also takes into consideration each area of focus (i.e., includes parent engagement and involvement, non-academic goals, data management and reporting as well as teachers and professional development). The management is actively involved, and their roles have been delineated.

Weaknesses:

No weaknesses noted.

Reader's Score: 6

- 2. ii. The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

All relevant time commitments are appropriate. Additionally, the applicant used historical information and trending data to support this throughout, as this is the third school (indicated in logic model and project timeline page e47 and e58).

Weaknesses:

None identified

Reader's Score: 2

- 3. iii. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Sub

Strengths:

The applicant has included parent engagement and advocacy from the beginning, even gathering evidence if parents want another school. There is a parent liaison committee (p. e61) as well as other parent-involvement opportunities.

The school has placed focus not only on academic needs but (p. e42) mental health supports and other aspects of student health. This involves collaboration with community agencies to support families

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Selection Criteria - Quality of the Continuation Plan

- 1. The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.**

Strengths:

The applicant has done an excellent job of creating the infrastructure necessary to have continued support of this school, such as parent groups for fundraising, as well as business partners. Additionally, much of the cost (p. e59) are one-time costs and the school has approximately 60% of their funds coming for the State to support the school. This is the third school, and they have experience with board governance and fundraising activities as well.

Additional non-academic services are provided through collaboration.

Weaknesses:

None identified to negatively impact proposal

Reader's Score: 10

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

- 1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students**

To receive points under this priority, an applicant must --

- a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—
1. Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
 2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
 3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;
- b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and
- c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Status: Submitted
Last Updated: 09/05/2019 12:18 PM

Status: Submitted

Last Updated: 09/12/2019 03:13 PM

Technical Review Coversheet

Applicant: Mathematics, Science and Technology Charter School (MaST) (S282E190024)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Eligible Applicant		
1. Eligible Applicant	30	26
Assisting Educationally Disadvantage Students		
1. Significance	15	13
Quality of Project Design		
1. Project Design	25	22
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	10	9
Quality of the Continuation Plan		
1. Continuation Plan	10	8
Sub Total	100	87
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 2		
1. CPP2	10	0
Sub Total	10	0
Total	110	87

Technical Review Form

Panel #2 - FY19 Developers - 2: 84.282E

Reader #1: *****

Applicant: Mathematics, Science and Technology Charter School (MaST) (S282E190024)

Questions

Selection Criteria - Quality of Eligible Applicant

1. The Secretary considers the quality of the eligible applicant for the proposed project. In determining the quality of the eligible applicant, the Secretary considers the following factors:

The extent to which –

Reader's Score: 26

Sub

1. i. The academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates and, where applicable and available, student academic growth, high school graduation rates, postsecondary enrollment and persistence rates, including in college or career training programs, employment rates, earnings, and other academic outcomes) for educationally disadvantaged students served by the charter school(s) operated or managed by the applicant have exceeded the average academic achievement results for such students served by other public schools in the State;

Strengths:

The school's original campus (MaST) that has been in existence since 1999 has demonstrated educational quality having received awards and recognition (Narrative, p. e19). MaST II that opened in 2016 appears to follow this trend, hence the request to replicate. Pages e29 through e31 demonstrate further detail on the school's status compared with the city schools and those categorized as "historically underachieving". Page e32 demonstrates the SAT scores and HS graduation rates that also attest to the school's good standing.

Weaknesses:

Page e33 reflects a surge in suspension rates (4.88%) in 2018-19 school year at MaST that the applicant has not elaborated on. Also, the overall retention rate is stable but there is no increasing trend reflected for a school that has been in existence since 1999.

Reader's Score: 8

2. ii. One or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation;

Strengths:

This is not the case with this applicant that has successfully operated 2 schools. Page e33 indicates this fact.

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 5

3. iii. **One or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety, or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and**

Strengths:

The CMO that manages the 2 schools (and will do so for MaST III) has adopted a change in part of their accounting reporting (p.2 of the Auditor's report) that had no impact on the clear audit. Overall, the school's financial position is strong with revenues exceeding expenses by approx. \$2 million (p.8).

No student safety issues have been noted in the existing schools and the same is stated as a goal for the new campus.

There are no anomalies reported in the audit reviews.

Weaknesses:

The Isaac Newton Foundation, is a separate component unit of the school (p. e85) and a legally separate non-profit corporation organized to acquire and construct the school's facilities (p. e95). There is no evidence of the exact relationship between the Isaac Newton Foundation and the Academie Lafayette schools.

Reader's Score: 9

4. iv. **The schools operated or managed by the applicant demonstrate strong results on measurable outcomes in non-academic areas such as, but not limited to, parent satisfaction, school climate, student mental health, civic engagement, and crime prevention and reduction.**

Strengths:

The school indicates (p.e22) that they are aligned with PA Core Standards, and elaborate on their core curriculum (pages e23 through e26) as well as additional curriculum areas.

Starting on p. e36 they are elaborating on the student support programs including the "ROYALS" acronym that stands Respect, Ownership, Loyalty, Ambition, Leadership, Support and reflects school core values.

DIEBELS Next will be utilized to identify and support at-risk students (p. e39) while Special Education students will be afforded in-class and pull-out sessions.

On p. e42 they discuss the student health plan (school nurse, immunizations, etc.) and follow it with the stated use of a Review 360 platform to address mental health and behavioral issues.

Weaknesses:

The school has not operated in urban areas, therefore the MaST III team has no documented experience in serving students who live in urban environments.

Reader's Score: 4

Selection Criteria - Assisting Educationally Disadvantage Students

1. **The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State**

academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.

Strengths:

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

The new campus is explicitly designated to serve a catchment area of zip codes that the District has identified as high needs attendance zones (pages e34 and e36). Furthermore, they state that 50% of their enrollment will meet said high-need attendance zone requirements (p. e34).

MaST III has indicated that they will offer student support programs designed to promote a culture of holistic achievement ("ROYALS" p. e38). DIBELS Next will be used to identify and support at-risk students, and the school will employ internal and external counseling services (p. e39). The school has hired an ELL Coordinator to address the advancement of English learners (p. e41). Review 360 software is used to identify students who need mental health / behavioral support.

The Logic Model is detailed and articulated (p. e47).

Weaknesses:

There is no mention of how the school will address gifted students.

This is the first urban setting campus that MaST will operate.

Also, this is a new campus, therefore there is no record of success.

Lastly, although MaST opened in 1999 and the applicant didn't open MaST II until 2016-17 school year, this replication request comes in relatively short time thereafter without an explicit explanation in the application document (p. e19).

Reader's Score: 13

Selection Criteria - Quality of Project Design

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

The extent to which --

- i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and**
- ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

Strengths:

The 7 project objectives are listed on p. e43 and are clear and measurable via quantitative targets.

The Logic Model (p. e47) outlines the activities that will support each objective. They have gathered a significant amount of data (based on their experience since 2011) and historical information to support their new campus.

Weaknesses:

While the noted goals are generally applicable to any student population; it remains to be seen how MaST III will roll out and tweak its educational model as needed to fit the individualities of their designated student group.

Reader's Score: 22

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers:**

The extent to which –

Reader's Score: 9

Sub

- 1. i. The applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability; and**

Strengths:

The resumes of the staff , however, reflect qualified and skilled educators (resumes are presented on p. e288 through and including p. e324)

Weaknesses:

There is no particular mention of the staff diversity in this application. There is also no mention on what strategies they plan to employ to attract a diverse group of teachers.

The catchment area of the school (p. e34) reflects a diverse student community, however, the applicant does not state whether the MaST III staff reflects the diversity of its community.

Reader's Score: 1

- 2. ii. The qualifications, including relevant training and experience, of key project personnel.**

Strengths:

MaST II is part of an existing Charter Management Organization (CMO) where the administrative leadership has been in existence for several years (pages e288 through e324). These individuals have Master's degrees in relevant fields and those in instructional and curriculum roles have been classroom teachers and carry the appropriate certifications.

They are also mentioning staff mentoring opportunities (p. e44 references the MaST Teacher Academy where veteran master teachers supports the newer teaching professionals).

Weaknesses:

No weaknesses noted.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the applicant's management plan, the Secretary considers the**

following factors

Reader's Score: 9

Sub

1. i. **The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks;**

Strengths:

MaST II is the 3rd school that this CMO is opening; therefore, there is a history of staffing and managing a school opening. The MaST management plans to be actively involved in the new campus and use their expertise gained during the previous replication (page e49 through e59) .

The opening of the new facility to house it appears to be deliberately phased to allow for assessing the size and needs of the incoming student body.

Weaknesses:

As the new facility will have ongoing construction (interior and site) there is no indication in this application as to how they will ensure the safety of the school occupants. There is no reference in this application as to how will the school address this issue.

Reader's Score: 5

2. ii. **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

Strengths:

Since the other 2 schools are already established, the CMO leadership will be able to closely manage this project. Their history in opening schools also attests to this. The Project Timeline (pages e57 through e58) reflects this.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

Strengths:

On p. e61 the school discusses the involvement of parents via committees, forums (such as Association of MaST Parents, Parent Liaison Committee) as well as less formal vehicles of involvement such as family events.

Weaknesses:

No weaknesses noted.

Sub

Reader's Score: 2

Selection Criteria - Quality of the Continuation Plan

1. The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared to continue to operate the charter school that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.

Strengths:

The network is not depending solely on this grant for the opening of MaST III. They are, however, clearly in need of the grant funding to support the spatial and instructional environment that they envision for the historically underserved student body. As they state on p. e59 their reliance to the funds provided via this grant is not jeopardized by a possible suspension, as they are depending more on the Title I and per pupil funding.

Weaknesses:

Some of the elements that MaST network envisions, e.g., state of the art Media Center, outdoors spaces (pages e341 and e342) may have to be delayed if this grant does not become available.

Reader's Score: 8

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 2

1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students

To receive points under this priority, an applicant must --

- a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—
 1. Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
 2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
 3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;
- b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and
- c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

Strengths:

No strengths noted.

Weaknesses:

No deliberate and focused targeting of the Native American student demographic.

Reader's Score: **0**

Status: Submitted

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